R E P O R T R E S U M E S

ED 012 857 AC 001 304

COUNSELING THE ADULT STUDENT, REPORT OF COMMISSION 13 ON STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION.

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PUB DATE APR 67

EDRS PRICE MF-$0.50 HC-$2.68 67P.

DESCRIPTORS- *ADULT COUNSELING, *COUNSELING GOALS, *COUNSELOR TRAINING, *PARTICIPANT CHARACTERISTICS, *EVENING COLLEGES, CRITERIA, ADULT CHARACTERISTICS, COUNSELING SERVICES, EVENING PROGRAMS, COUNSELORS, SELECTION, COUNSELING EFFECTIVENESS, UNIVERSITY EXTENSION,

A PRECONVENTION WORKSHOP HELD BY THE AMERICAN COLLEGE PERSONNEL ASSOCIATION IN DALLAS, TEXAS, MARCH 17-18, 1967, DEALT WITH THE SPECIAL CHARACTERISTICS AND NEEDS OF ADULT PARTICIPANTS, IMPLICATIONS FOR COUNSELING, RECENT PROGRESS AND REMAINING AREAS OF NEED IN ADULT COUNSELING, AND THE SELECTION AND TRAINING OF PERSONNEL WORKERS FOR ADULTS IN EVENING COLLEGES. THE MAIN POINTS WERE THE FOLLOWING--(1) THE DISTINCTIVE LIFE EXPERIENCES, PROBLEMS AND OBLIGATIONS, PHYSICAL AND MENTAL CHARACTERISTICS, AND MOTIVES OF ADULTS CALL FOR EXPERIENCE-ORIENTED TEACHING METHODS, SPECIAL FACILITIES, AND A NEW APPROACH TO TESTING, ADMISSION, FINANCIAL AID, AND STUDENT ACTIVITIES--(2) ACCEPTANCE OF THE INDIVIDUAL, PERSONAL CONSISTENCY AND INTEGRITY, AND UNDERSTANDING ARE ESSENTIAL COUNSELOR ATTRIBUTES--(3) THE ULTIMATE GOAL OF COUNSELING IS TO HELP THE ADULT DISCOVER WAYS TO REALIZE HIS POTENTIAL, RESPOND MORE EFFECTIVELY TO NEW EXPERIENCES, AND WORK OUT A MEANINGFUL, VIABLE LIFE STYLE--(4) PERSONNEL TRAINEES SHOULD BE CHOSEN PRIMARILY FOR APPROPRIATE CHARACTER TRAITS AND ACADEMIC BACKGROUND, AND SHOULD RECEIVE BROAD TRAINING THAT STRESSES SKILLS IN SHORT-TERM COUNSELING. PROCEEDINGS INCLUDED WORKSHOP EVALUATIONS. (DOCUMENT ALSO CONTAINS APPENDIXES, BACKGROUND STATISTICAL DATA, AND 102 REFERENCES.) (LY)

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American College Personnel Association

PROCEEDINGS OF A PRE-CONVENTION WORKSHOP

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A REPORT OF COMMISSION XIII

STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION

Clarence H. Thompson, Editor

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PROCEEDINGS OF A PRE CONVENTION WORKSHOP

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COUNSELING THE ADULT STUDENT

A REPORT OF COMMISSION XIII

STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION

AMERICAN COLLEGE PERSONNEL ASSOCIATION

Clarence H. Thompson
Editor

FOREWORD

"Counseling the Adult Student" is an area of concern that has not received its proper share of attention. Individually, some institutions of higher learning have made minor efforts to deal with problems peculiar to the adult student. The Center for the Study of Liberal Education for Adults in cooperation with the New England Board of Higher Education conducted a week-long program at Chatham, Massachusetts in May 1965, devoted to "Adults in Transition."

Commission XIII of the American College Personnel Association is charged with providing leadership in "Student Personnel Work for Adults in Higher Education." At meetings of the commission in Washington, D. C. in April 1966, and in Buffalo, New York, in October 1966, plans were developed and details worked out for a pre convention workshop. With the theme "Counseling the Adult Student" the workshop was conducted at the Baker Hotel in Dallas, Texas on March 17 and 18, 1967. This publication is a report of the proceedings of the workshop.

As chairman of the commission and coordinator for the workshop, the undersigned is indebted to many persons for the success of this important venture. To Dr. Goldie Ruth Kaback, who presented the basic idea and acted as chairman of the workshop;

to Dr. Martha L. Farmer, who first interested me in this exciting field of endeavor; and to Dr. Peter Meyer who summarized so well the evaluations by the participants, I acknowledge especial gratitude. To the other members of Commission XIII for their constructive ideas in the development and refining of the program and to the actual participants of the workshop, without whose wholehearted involvement the experience would have been less meaningful, my sincere thanks. To Dr. William Butler, coordinator of the Commissions and to the Executive Committee of ACPA for encouragement and financial assistance, go our grateful appreciation.

Clarence H. Thompson
Chairman, Commission XIII

Drake University
April 1967

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INTRODUCTION

Let us not sift the ashes from the embers of the past
Let us spark the fires for the future . . .

It is in this sense that participants gathered together on March 17th and 18th in Dallas, Texas, prior to the American Personnel and Guidance Association Convention, to consider "Counseling the Adult Student."

Although criteria for counseling the adult student have yet to be established and the structure of existing student personnel services for adults have yet to be appraised and evaluated, it was possible to meet and to consider the "Nature of the Adult Student," "Implications for Counseling Adults," "Counseling the Adult Students," and "Training Counselors for Adults." The summary of the evaluations which follow the papers, as well as the frank, sincere statements offered during the Workshop sessions, attest to the imagination, interest, and personal involvement of those who came to share their experiences with those who were responsible for initiating the Workshop in the first place.

It is the fervent hope of those who planned the Workshop that the experiences derived therefrom will long continue to inspire and motivate all of us in our quest for more knowledge and skill in the area of counseling adults.

Goldie Ruth Kaback
Workshop Chairman
April, 1967

THE NATURE OF THE ADULT STUDENT

Clarence H. Thompson
Dean, University College
Drake University

I am especially grateful for the opportunity of being here this afternoon in order to discuss with you a long neglected area--the evening or part-time adult student.

A. C. P. A. has expended much effort in trying to decide what should be done in higher education for youth. This is certainly commendable; but on most university campuses today, there are still inadequate facilities to meet the student personnel needs of the increasing numbers of younger full-time day students. On paper, in the school catalog for instance, these services sound elaborate and complete. Yet, look at the attrition, the drop outs, the failures; look at the misfits, the academic and emotional problems, the numbers who do not make proper adjustment. These are but a few evidences of the fact that even for the full-time youthful day student, personnel services, including counseling, are far from Utopian. What about the adult student, whom many would say is all but neglected completely?

What is an adult student? Is he different? Is the difference in the direction of marginality or substandard quality as some, such as Burton Clark[12], would have us believe? Pressey states that "Education has

traditionally served children and youth. "[72] In the concept of Malcolm Knowles, the difference between an adult and youth is in his role, ranging from dependency on the one extreme to independence on the other. In the current issue of Adult Education, Jane Zahn writes "Adults are not merely tall children. They differ from the young in many ways that influence their learning. They have different body characteristics, different learning histories, different reaction speed, different attitudes, values, interests, motivations, and personality. Therefore, *those who are trying to help adults learn must be aware of these* differences and adjust teaching and the learning environment accordingly. "

Five differences between the adult and youth which have important implications for higher education and for adult counseling, are:

I. An adult has a different self-concept from the youth when he comes into a learning situation. For instance, youth enters into education as a full-time vocation; in other words, it is his full-time job. An adult comes to school as a means to an end. Education is a secondary consideration; therefore, the expectations of the adult are different. While the youth expects decisions to be made for him and expects to be told and given the answers, the adult expects to be treated as an adult and to make his own decisions. He expects to take some responsibility. In addition, he expects the opportunity to participate. He resents

being told and having everything done for him. This creates a sort of ambivalence within the adult. He also enters into an educational activity with certain expectations based upon his educational experience as a youth. He expects that all decisions will be made for him; that he will be talked down to; that the teacher will tell him what he ought to do. Thus, it means that we might have to help the adult by orienting him to the fact that learning for the adult is different. That for the adult, there are new ways of learning, different from that of youth.

II. An adult comes into a learning situation with a body of experience. The way in which a person organizes his perceptions, as well as what he selects to perceive, is influenced by what he expects; and what he expects depends on his experience and his motives. It is more difficult to change the perceptions of an adult than of a youth because the adult has had more prior experience. He, therefore, has more to contribute. Consequently, the methodology of adult education needs to be more experientially oriented than the straight transmission of information. It is important to use educational devices that he can relate to his experience such as discussion, business games, case method, socio-drama, role playing, sensitivity training, and the incident process method. Since we know that one can internalize best when he can relate to his experience, the key is to relate the new to

the old. So, since adults have greater experience, they are open to a wider range or variety of new ideas.

III. Adults enter into a learning situation with a different set of developmental tasks. Youth education is based on definable stages of development such as infancy, pre-school, early school years, pre-adolescence, adolescence, etc. For the adult, developmental tasks can be broken down generally into three stages:

1. During the early adult years, say roughly from 18 to 30 (although chronology is not the criteria), the developmental tasks include movement from adolescence to maturity; getting his first job; getting a wife or husband; starting to raise a family; beginning to take citizenship responsibility seriously; forming a new basis of social relationship.

2. The second stage - Middle adult years, roughly from 30 to 55 (I suppose this depends on one's age), is the stage of going up the ladder; achieving and fulfilling one's potential; raising a family; starting to help the children to leave the home; learning to live with a spouse as a human being.

3. The third stage - Later maturity, roughly over 55, where one prepares for and learns to live in retirement; prepares to live without spouse and without children; finds new social relationships.

So, if there are different developmental tasks, what are the implications with respect to an adult coming into a learning situation?

It can be seen that there is relevancy to curriculum planning when there is recognition of developmental stages not only for youth, but also for adults. For example, it is not a developmental task for a man of 40 to be concerned with retirement. At 40, the adult is concerned with getting to the top. It is only when he has leveled off and knows that he is where he is going that he can begin to consider and give thought to retirement.

IV. A fourth way an adult differs from youth is that an adult enters into a learning situation for immediate use of the learnings; for the solving of immediate life problems. Youth enters with the idea of postponed use of learnings. He is storing up knowledge for the time when he becomes an adult and gets his first job. The youth, therefore, enters with a subject-centered orientation. The adult, concerned with solving life's problems, enters the educational situation with a problem-centered orientation.

V. The fifth difference is that the adult enters into the learning situation voluntarily. An adult comes to school of his own volition; probably because of some sense of inadequacy which he feels a need to overcome. Education for youth is mostly compulsory.

Just as educational expectations from the learning situation are different for the adult because of his different concept of his role, so are the needs, problems and concerns different for which he will use student personnel services. In other words, personnel services for the adult, if they are to be effective, must also be different. Company recruiters, who come to the campus placement office to interview seniors for jobs, are not generally interested in the older graduates of the evening college. College Board tests are not appropriate for the individual out of high school ten or more years. In fact, most of our current tests have established norms based on the adolescent population. We need more adult tests similar to those developed at Washington University of St. Louis.

Housing as a problem for the adult student attending evening college is relatively insignificant. Most of them live at home. Religious programs, if conducted at all, touch a very limited number of the adult student body. Disciplinary action for the adult student is rare. In seven years in the east, I had but one case of an adult student placed on disciplinary probation. Student government for the adult student does not have the connotation of training for citizenship frequently attached to the day school counterpart. Fraternities, sororities and honor societies exist for adults in similar fashion as for

youth, however, much of the frivolity, such as hazing, panty raids, picketing, and the like is not common among adult organizations of this type.

Admission practices and procedures for adult students need not be identical with youth practices in order to insure comparable quality standards. In fact, for the adult student, matriculation based upon evidence of ability to achieve a predetermined quality level is more meaningful than high school records and college board scores. In the area of financial aid and scholarships, there is a decided difference in practice. Nothing comparable to the aids available for the youthful student exists for the adult. Even in the area of government scholarship and loans, the adult student, because he is part-time, is discriminated against. The theory that because he is working he doesn't need such assistance is antiquated. With the high cost of tuition and books, almost everyone needs financial assistance from some source other than his own resources.

The area of student activities particularly needs to be different. The adult student, attending part-time evenings, is not as interested in athletic events, pep rallies, and proms as his day counterpart. For the adult, two-thirds of whom are married and half of whom have children, student activities need to be oriented toward the family rather than the individual student. Major events should be planned to

involve the wife or family. Invitations to student dances should be sent to the wife. Announcements of a Children's Christmas party can be sent to the children. Faculty meetings held on Saturday night have been successful because special arrangements for entertaining wives was an integral part of the invitation sent to the home.

Class day for adult students becomes a family affair and includes a certificate of recognition for the person most responsible for helping the graduate through the difficult years of part-time evening study. In a survey of one evening college student body, only 20 per cent indicate a willingness to work on a committee or activity. Yet, more than 50 per cent indicated that they feel a need for a student council, a student handbook, student dance, a yearbook for seniors, a student newspaper, and the like. Counseling, being a one-to-one relationship, is perhaps the least different of the services rendered the adult student. It is in the availability and the quality that the difference lies. Not too many institutions have separate counseling facilities available to adults. Much "counseling" in the evening consists of a "What night can you come?" approach due in part to numbers of students and the limited availability of qualified counselors. In many schools, an already overworked counseling staff is assigned to work one night a week with part-time adult students.

On a survey of the student body of an eastern evening college, general information of interest to students and faculty alike disclosed that the average age of the student body was 29 1/2 with a range from 17 to 69 years. Two out of three students are married. The ratio of male to female is approximately 8 to 1 with 240 students not knowning which they are. Forty-five per cent indicated having no children. Twenty per cent have two children. Of the occupational categories offered, the most checked a technical type work. Regarding the financial picture, 48 per cent pay their own tuition while 32 per cent are reimbursed by their place of employment. Eighty-six per cent travel to school by auto.

The average course load exceeds six semester hours. Forty-five per cent of the students take two courses during one evening or Saturday morning. Average number of hours spent by students in outside preparation is 7 1/2 ranging from 1 to 36 per week. The average University College student has been out of high school for about 8 1/2 years.

Seventy-eight per cent of the evening students thought they should be given a chance to evaluate instructors. Fifty-two per cent indicated they were satisfied with the system of counseling. Thirty-eight per cent were interested in help in selecting proper education majors; 35 per cent in determining educational goals; 26 per cent in determining

vocational goals; 32 per cent in job placement; and 14 per cent in help with personal problems.

In a recent survey of University College students at Drake University, based on slightly fewer students than the previous study, the mean age was 30 with a range of 17 to 64. Fifty-six per cent of this student body was male. Here again, 2 out of 3 were married, 61 per cent carried 3 or less semester hours while only 12 per cent carried more than 6 hours.

Regarding the area of counseling, 66 per cent of the students indicated that they had never visited the college for counseling or advice. Of the 34 per cent who had sought counseling, less than one-third had done so after enrollment. The majority of students indicated a vocational motive as the most important reason for attending. Ninety per cent of these students were gainfully employed.

No one would argue that adults, too, have problems; that they need help in identifying their problems and in their search for solutions to their problems. Adults, more so than youth, are reluctant to admit a need for help. They are more likely to work out their own problems, or conversely, to let their problems work on them. They tend to rationalize and give the socially acceptable answer rather than expose their doubts and feelings of inadequacy.

All this points up the fact that in many respects adult students are in fact different from their youthful daytime counterpart. They, therefore, need the help of personnel workers and counselors who understand the differing nature of the adult student.

IMPLICATIONS FOR COUNSELING THE ADULT

Goldie R. Kaback
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A very basic assumption that I should like to make at the outset in connection with "Implications for Counseling the Adult" is that both the counseling process and the projected aims of this process are firmly bound to the counselor's own concept of self and his own perception of the nature of man. According to Gardner Murphy, [62]

> ... if he who offers guidance is a whole person, with real roots in human culture, he cannot help conveying directly or indirectly to every client what he himself sees and feels, and the perspective in which his own life is lived. Is it to be a technician's perspective, or are the techniques to be subordinated to wisdom in living? If the guide is more than a technician, he will not be afraid to guide.

To perceive man as a pawn caught in the swirls of his environment against which he has no strength or power to resist, or to feel that man has the ability to cope with the demands and stresses of his surroundings, will influence the resulting relationship and the counselor's role in the counseling process.

Whenever a counselor leads or directs, there appears to be pretty good evidence for his evaluation of the counseling relationship as one in which the counselee does not have the ability or the skill to reason for himself. Whenever a counselor supports, motivates and encourages

a counselee to make his own decisions, the indications generally are that he has full confidence in the counselee's ability to develop insight and to learn to solve his own problems.

Attempts have been made to define the counseling process with respect to some particular school of thought. It has been described in terms of the group counseled: adolescent, parent, normal, or abnormal. It has been related to educational, vocational, social, or personal problems. It has been explained according to technique: client-centered, directive, existential, or other.[7, 65, 67, 82, 85, 70, 98]

The definition of counseling, recently developed at the Chatham Conference,[65] while broad in its implications, was worked out with the adult in mind.

> Counseling is a systematic exploration of self and/or environment by a client with the aid of a counselor to clarify self-understanding and/or environmental alternatives so that behavior modifications or decisions are made on the bases of greater cognitive and affective understanding.

This definition assumes that the adult is sufficiently independent and responsible for himself and perhaps for others, to be able to develop a plan of action during the counseling process that can be actualized without the mitigating influences of those who feel themselves responsible for his welfare and adjustment.

Independent, resourceful or not, the adult only comes to counseling after he has spent a considerable amount of time debating with himself,

and sometimes with others, whether or not he should come at all and often doubtful about the values of the experience into which he is about to enter.

Since the major determinant in the counseling process is the counselor himself, let us consider him for a few minutes. He brings to the counseling process all that he is, his standards, values, skills and knowledge. The feelings of self-worth and trust that he has toward himself enable him to be supportive of similar qualities in others. Empathic understanding of a counselee's difficulties and respect for the counselee's attempts to handle such difficulties can inspire a counselee to search more constructively for solutions to his own problems. A counselor's warm, accepting, compassionate and patient manner, conveyed in a climate of understanding, can help to arouse unrecognized values within a counselee himself.

Most theoreticians and practitioners in guidance and student personnel work argue about the relative merits of their particular counseling approaches. The majority of them, however, are in general accord with respect to the following time-honored counselor characteristics.

First and foremost is the counselor's ability to accept a counselee as he is, with all his problems and conflicts and instabilities. This

acceptance is predicated on a real liking for or a "prizing" of the counselee.[77] Value judgments of good or bad, positive or negative are unknown; the counselee is accepted unconditionally. There are no conditions attached to the acceptance of a counselee in the counseling relationship.

Equally high preference is attributed to "congruence",[78] that is, no contradiction between what the counselor is and what he says. A counselor should be so aware of the nature of his own feelings and attitudes with respect to the counselee and his problems that he will have little hesitation about expressing his viewpoints openly. The effective counselor is unified, integrated, and consistent throughout his counseling relationships.

"Understanding, " a key word in the counseling relationship, implies that the counselor is able to experience "an accurate, empathic understanding of the client's world as seen from the inside. To sense the client's private world as if it were your own, but without losing the 'as if' quality - this is empathy and this seems essential to therapy. "[77]

While complete understanding may not always be possible, the counselee's recognition of the counselor's attempts at understanding, strengthens his own drive toward self-understanding and a better appreciation of his own worth.

The ingredients of acceptance, congruence, and understanding in the counseling process, whether communicated directly or on a feeling level to the counselee, provide the structure for the kind of relationship in which the counselee cannot but feel secure, nonthreatened, and supported. It is in this type of relationship that the counselor is perceived as trustworthy, dependable and consistent. In this regard, Rogers writes, "When I hold in myself the kind of attitudes I have described, and when the other person can to some degree experience these attitudes then I believe that change and constructive personal development will invariably occur."[77 (p. 35).]

Well-informed counselors, along with educators, philosophers, and others realize that human beings need human assistance to aid them to achieve their full potentialities; that the human self can only emerge in a society, for he has no real existence apart from it; that the self is not prior to society but coexistent with it.[44, 37, 21, 63, 73, 57]

A counselor helps to identify the abilities, interests and capabilities of counselees and encourages them to try themselves out in realistic situations. He assists the counselee to appraise and to reappraise his experiences in relation to his abilities. A major counseling goal is to try to enhance a counselee's educational, vocational, and personal status in accordance with interests, aptitudes

and talents. The counselor serves as a supporting agent as the counselee takes a new look at old issues, reviews outdated information regarding skills and training, or examines conflicting relationships with associates at work or in the home.

One of the clearest statements in this regard, as applicable to the field of counseling as it is to education was recently stated by U Thant, educator and UN Secretary General:

> One of the most important tasks of the teacher, as I understand it, is to bring to clear consciousness the ideals for which men should live. Education cannot mean merely the development of our intellect or our potentialities, for there are potentialities for evil in us as well as for good. Nor can it mean mere preparation for life, because life may be worth living or it may not. Our educators must realize as clearly as possible what kind of potentialities they are to develop in their students, what kind of life they are to educate young people for. The ideals which constitute the essential elements of culture must first be clearly understood and appreciated. But all are not equally qualified to pursue the highest ideals. For many people, mere health or physical well-being is a good enough ideal; some aim at moral and intellectual excellence; still fewer can properly aspire to a higher spirituality. In a well-ordered society, there should be room for people of different ideals.[84]

A counselor tries to remain free from bias and value judgments as he becomes better acquainted with the vocational and educational plans of the client. He strives to motivate his client to move in the direction that will continue to bring greater personal and job satisfactions. Sometimes there seems to be some question as to whether the counseling process can really continue to remain uninfluenced by a

counselor's own system of values. According to Williamson, [97] "so long as counselors function in facilitating an individual's development within the limits imposed by his social situation," the counselor, consciously or not will be unable to remain "non-value bound." He is one, who feels that the counselor is quite instrumental in helping clients to become one or another kind of person. Where this is true, the counselor has a tremendous responsibility in noting the influence that he has over his counselees during the counseling relationships.

While there are no blueprints for the development of a counselor's sensitivity and skill as he tries to understand the subjective and objective communication of a counselee, he is the one who will continuously evaluate the ongoing progress of the counselee as he begins to examine needs and makes decisions. It is during the counseling process that decisions become correlated with interests and abilities and with the demands, opportunities, and expectations of a particular society.

Not only is the counselor concerned about the fuller development of those who seek his help in decision making and problem solving, he must also continue to expand his own personal and professional horizons. He knows that the quality of his counseling relationships are significantly affected by his own search and continuous evaluation

of answers to questions about human conduct and the nature of the good life in a changing society. He must keep abreast of the newest theories and research in his own field, comparing with his own, the counseling viewpoints endorsed by others.

A counselor is ever mindful of the fact that he serves as the role-model for his counselees. Their perceptions of him are influenced by their own expectations of him as well as by the way he is regarded in the academic community by others. Where the counselor is perceived to be someone with warmth, interest, and understanding, the resulting relationship is experienced as accepting and supporting. Moreover, when a counselee recognizes the counselor's faith in his ability to handle his problems, the counselee becomes more aware of attitudes and feelings in himself that have been long denied. The bringing of such attitudes and feelings out into the open, particularly when the counselee knows they will be accepted with respect and interest, encourages him to change his perception of self and leads to a more positive, realistic appraisal of self and capacities.

Throughout, it must have become evident that the counselee responds to the counselor as a person rather than to any particular counseling technique or method. An effective counselor does not engage in any lengthy discourse on personality dynamics and behavior, neither does he prescribe a course of action on the basis of a brief

psychological examination. The ongoing relationships which enable a counselee to discover within himself the qualities that promote change and growth are not cognitive nor intellectual. The essential components of an effective counseling relationship include acceptance, trust, patience, respect, and empathic understanding. These are the intangibles which cannot be measured but they make the counseling process into a dynamic relationship in which both counselor and counselee learn, mature, and progress.

The counselor in student personnel work with adults begins with a belief in man's ability to grow and to change. He is concerned with immediate and with long range goals for his client. He hopes that the counseling relationship will help the client to:

1. discover how to actualize his potentialities;
2. develop capacities to respond to new experiences; and
3. learn to integrate such experiences into a meaningful confident pattern of life which is congruent with the deeper values of his society.

COUNSELING ADULT STUDENTS

Martha L. Farmer
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We are faced with the task of providing counseling for adults in an educational system which was not built for them. More than seven million adults are now engaged in either full or part time studies in degree granting programs in institutions of higher learning and continuing education. Counseling services in many of these institutions traditionally have been geared for the adolescent student. Neugarten says that in order to "Establish meaningful counseling services we must know what motivates an adult to return to school, and modify our counseling techniques so that they will be appropriate for the adult needs."

For the purpose of this presentation I am using the following definition of an adult which was arrived at during the workshop on "The Training of Counselors of Adults" held at Chatham, Massachusetts, May 22-28, 1965. "An adult is an essentially self sustaining and/or socially independent person regardless of chronological age insofar as he is regarded by society and self as fulfilling an adult role."

This is not the first time adults have flocked to our campuses. The Serviceman's Readjustment Act of 1944, Public Law 550,

provided an opportunity for 7, 800, 000 veterans to attend schools and universities at a cost to the federal government of $14. 5 billion. At that time institutions of higher learning were reluctant to accept them as the educators felt the returning veterans would downgrade higher education because they had been away from school for a period of time and they lacked the ability to achieve academic success. Actually, the reverse took place. Not only was the veteran's scholarship of high quality, but he refused to put up with the inadequacies of the educational establishment. No longer were the regurgitated lectures, inadequate curricula and archaic administrative practices tolerated by these adults. The result of this assault on the ivory towers led to needed reforms within the colleges and universities. The veterans, despite gloomy predictions of administrators, revitalized academia, and the drives of these individuals carried over into their various professions, business, industry and in the many fields of education.

Adult counseling was given a tremendous impetus at this time due to the establishment by the veterans administration of counseling services in centers on many campuses. Counseling, which included vocational, educational and psychological guidance, as well as other areas, was also available at the various Veterans Administration Headquarters.

However, even before the last World War II veteran had completed his education, these counseling services began to dry up in many institutions of higher learning as the adult student moved to the evening hours to complete his studies. The adolescent oriented student personnel worker returned to the euphoric state of dealing with the "typical" college student and his problems. Little or no thought was given to the adult student, who for the most part had to attend part time because of rising tuition costs and family obligations.

Counseling services were provided for some of the adults attending evening colleges, but these were not extensive. In a survey of student activities and student personnel programs in member institutions of the Association of University Evening Colleges, which was completed in 1959, only 31 of the 93 respondents indicated that their institution had student personnel and student activity programs. These colleges had a combined enrollment of 125, 000 which meant that the remaining 342, 000 students were provided with little or no counseling services. In all of these institutions, which represent roughly 500, 000 students, there were only 139 individuals trained in psychological counseling and testing, who worked a total of 370 evening hours per week. The Placement officers numbered 59 and spent 153 hours per week dealing with the problems of adults. Curricular guidance, a more accepted

type of activity, involved 315 counselors who spent 530 hours per week with the part time students. Health guidance had only 21 people employed for a total of 132 hours per week for the students. The student loan officers numbered only 30 and worked 127 hours per week. These services were found in disproportionate numbers in those institutions which indicated they had student personnel programs. This meant in effect that the great bulk of evening students in the United States had little or no services available to them during the hours they were in attendance in the school. However, the adult who could forfeit a day's wages was often welcomed, sometimes at a fee, to use the day facilities.

From 1959 to the present, steady inroads have been made into the student personnel and guidance establishment through the efforts of the Evening Student Personnel Association, the interest and cooperation of the American College Personnel Association and by the encouragement of members of the Association of University Evening Colleges, particularly its national presidents and executive boards. The growth of a new concept of student personnel and guidance programs for adults in higher education has gradually evolved. Parallel to this professional development was a congruent one on the part of the adult part time evening student. Twenty student governments met in Montreal in 1960

and founded the International Association of Evening Student Councils. This organization, the only organized voice of the evening adult student, has grown from the 20 charter members, to 50 student governments which now represent over 500, 000 students in the United States and Canada.

Thus, we see many factors converging with a common focus to provide better counseling and all types of student personnel services for the adult student. Unique, too, is the cooperation between the adult student group and professionals in guidance to establish, not a new discipline, but one which would meet the different needs of the adults.

In the field of legislation the students have cooperated with administrators of evening colleges to obtain equity in federal legislation as witnessed by the modification of the National Defense Education Act to include the part time student.

For the purpose of this workshop I will cite several areas of counseling and focus on the problems of adults which differ markedly from those presented by the adolescent in higher education.

An adult returning to college after perhaps a ten-year lapse of schooling is expected to meet the same entrance standards required of the adolescent for admission. If he takes standard qualifying tests such as the SAT'S, CEEB'S, SCAT and others, he is at a decided

disadvantage, as these tests have been normed in many cases to favor middle-class youths. The adults' abilities are multi-dimensional, and many of our tests are constructed to show single measurements. His life experience is not measured in terms of college admissions credits, although at the present time tests are being developed which will measure the adults' life experiences and evaluate them in terms of college credit. The adult possesses skills in areas which have not yet been quantified but which have great meaning for his success in an academic setting.

The adult who returns to education brings with him varied life experiences which may include several vocations. He may have a wife and children to support while he is going through the academic process to upgrade himself. He may have reached a high salary position in his specialty. Yet when he returns to college, if inadequate vocational guidance is given he may choose a career which, when ultimately completed, will find him reentering the labor market at a much lower salary than he was receiving at the time he returned to school. The realistic evaluation of the potential of various professions should be explained to the adult, as his total societal obligations include more than academic success. If the vocational guidance is unrealistic, he may, upon completion of his academic work, find himself unable to enter the profession for which he has so diligently trained.

The problems the adult brings to counseling will reflect the total environment within which he operates. Its opportunities and restrictions will influence his reactions to the counselor. The counselor must deal with the adult's potentialities, abilities, value system and his total life concept. Since he has lived longer than the adolescent, he will bring to the counseling situation a vastly greater array of problems which must be dealt with in the context of his total autonomy.

The adult does not see the counselor in the same perspective as does the adolescent. Adult counseling is likely to vary from information-giving to assistance in resolving deep psychological problems and personal readjustments. The complex society in which he lives has created a greater need on the part of the adult for counseling as he must continually adjust to changing life situations in employment, family and in the basic value system in which he has been educated.

THE SELECTION AND TRAINING OF STUDENT PERSONNEL WORKERS FOR ADULTS IN INSTITUTIONS OF HIGHER LEARNING

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Each year numerous educational and vocational counselors assist young people to enter an expanding technological and scientific economy. Paradoxically, however, the very men and women who laid the foundations for this economy, and to which they have devoted their strengths and their ideas, do not themselves have access to counseling services that would enable them to live and to prosper more effectively in a society which they helped to create.

Accurate figures are not available but it has been estimated that over fifty million men and women were enrolled in some type of adult education in 1960, presumably with the expectation that further schooling would enable them to participate more productively in the life around them.[101] The best estimates of adult enrollment in colleges, excluding those who have returned for advanced degrees, is about a half million.[88] Other reports indicate that adult education enrolls more than twice as many adults as the regular day colleges.[15]

With increasing emphasis on continuing education, it is conceivable that student personnel workers, for adults who attend evening colleges, will be in as great demand within the next decade as are the high school counselors of today.[101]

A few colleges and universities have made some attempts to provide student personnel services for adults in evening colleges.[10, 29, 42, 45, 48, 49, 58, 82, 99] However, criteria for the selection of applicants and special training programs for counselors in student personnel programs for adults are almost nonexistent.[43]

Before we begin our discussion of "Training Counselors for Adults," it might be well to examine a few of the techniques and procedures used to select applicants for elementary and secondary school guidance and counseling and college personnel work in general. There appears to be some agreement among training institutions[3, 46, 64] that undergraduate grade-point averages and the personal interview are among the most useful criteria for the selection of applicants. A few graduate schools also consider results from tests like the Graduate Record Examination or the Miller Analogies Test of equal importance.[9, 38] Letters of recommendation from former teachers, employers, and others, although of lesser importance, are usually required.[2]

The use of the MMPI, the Bernreuter, and other personality tests for selection purposes have been reported, but data are lacking with respect to their particular contribution.[17, 39] Undergraduate specialization in psychology, education, or sociology appear to be the most favored.[53, 69, 95] Applicants for admission to programs of student personnel services for adults should also have been exposed to academic experiences that emphasize human behavior and adjustment to societal values and demands. It might be equally important for these particular applicants to have had sound training in economics and the labor market, as well as varied work experiences before they are accepted for graduate training in the area of adult advisement and counseling.

With regard to the utilization of tests for selection purposes, until such tests demonstrate higher validity than they have in the past, the time utilized in administration and scoring might perhaps be better spent in thorough personal interviews with each applicant. This is not to say that there are established criteria for patterns of personal qualities that college admission officers are familiar with as they try to ascertain the suitability of each applicant for admission to graduate study in the field of student personnel services for adults. But a perceptive interviewer, free from bias and genuinely interested in people, should be able to determine from the pre-admission interview, an applicant's real feeling toward people and their problems. He

should be able to learn whether the applicant has a basic tolerance for various ethnic groups and respect for those who come from socio-economic settings that may be quite different from his own. [17, 33]

The college admission officer should be able to appraise an applicant's image of the adult and his potentialities; whether the applicant subscribes to the belief that man is capable of perceiving and assimilating new concepts, new learning experiences, and new ideas regardless of age or sex or former limiting experiences; whether the applicant really believes that man is capable of self-direction, self-control, and self-determination.

The college admission officer should be able to evaluate whether the applicant vacillates, whether he takes himself too seriously, or whether he is secure enough to maintain his essential convictions about values and human conduct even when these are threatened by the provocative, the seductive, or the aggressive individuals who will seek his services.

He should also be able to judge whether the applicant can respond spontaneously to the amusing and the witty, for a sense of humor often underlies an attitude of graciousness and modesty and helps place role and responsibilities in their proper perspectives.

And finally, a sensitive interviewer should be able to ascertain

an applicant's personal feelings of security, his feelings of worthwhileness; his realistic attitudes toward society and life; his capacity to form worthwhile relationships with others, as well as his ego strengths to withstand reversals in his own life. The interviewer should be able to conclude whether the individual who now seeks admission to a program of training in the area of student personnel services for adults has accepted as one of his basic beliefs - the adequacy of man.

With regard to the professional preparation of student personnel workers for adults, trained counselors at evening colleges have had to adapt principles and techniques formerly developed for counseling younger college students. On the basis of their experiences, many of them have indicated that a two-year graduate training program in the several major areas would probably best prepare the student personnel worker interested in advising and counseling adults, but that directors of such programs be encouraged to complete doctoral study.[3]

The suggestion has also been made that even where a prospective candidate is interested in, and later may be responsible for, only one phase of a student personnel program, the training institution should provide a common core of broad, general areas for all personnel workers preparing to work with adults. Interdisciplinary seminars which could integrate relevant information from anthropology, philosophy, sociology, psychology, economics, international relations,

political science, taught by experts in their respective fields, rather than a series of individual courses, would help to further and deepen a trainee's understanding of the problems and issues that he would later be called upon to handle.[96]

Throughout his preparation, the trainee should learn to understand the relationship between the complexities of changing social-cultural forces and the anxieties and conflicts which these may provoke as the adult tries to find his place in a changing society. The trainee should learn to perceive the possible sources of strength that motivate an adult in the direction of particular goals. He should become sensitized to the fact that the stronger an adult's motives, the more firmly are they grounded on the inner needs that he may be trying to resolve through the assimilation of knowledge and skills relevant to his major purposes.

The student personnel trainee should learn to recognize the personality attributes of those adults who have not yet emerged from adolescent difficulties and who might be using attendance at evening college to help them to become more independent and self-reliant. On the other hand, the trainee should also learn to advise those mature adults who have already achieved a balance between gratification and frustration.[36, 54, 93, 94]

The graduate student in personnel training programs will not only have to learn to become more aware of the frustrations of the older adult as this adult tries to cope with the problems of declining years, declining abilities, adjustments to loss of spouse or the onset of chronic illness, but he will also have to learn to understand the essential characteristics of the problems that confront the younger adult as he tries to adjust to future educational-vocational plans in relation to marriage and the responsibilities of home and parenthood.[10, 11, 50]

There are also a number of specific skills that are necessary in the professional preparation of the student personnel worker for adults in evening colleges. Counseling, the heart of student personnel services, merits special consideration. Training institutions, for the most part, continue to devote more time and attention to procedures, methodology, and techniques of counseling than to the socio-psychological aspects of human relationships in a personal two-way communication system. Moreover, the student in personnel services who may later work with adults, receives very little training in short-term counseling skills. The adult, unlike the full-time day student, does not have time for a series of counseling interviews. In this connection, it is interesting to note that while many research investigations have concerned themselves with the values and limitations of various

counseling theories,[31, 81, 102] and the role of the counselor,[18, 19, 23, 34] very little has been written about short-term counseling. In general, trained counselors in evening colleges have had to adapt their knowledge about counseling theory and methodology, developed for younger students, to fit short-term contacts with adults.

Whether the student in personnel work will eventually engage in long or short-term counseling, present experience suggests that a warm, permissive atmosphere, a positive attitude toward the counselee, respect for him as an individual, confidence in his ability to solve his own problems, and sensitive listening to his interpretation and appreciation of the on-going counseling process, continue to be the basic elements of good interviewing and counseling procedure.[87]

Other important skills that student personnel workers usually develop during their training period are the administration, scoring, and interpretation of various types of tests. But as student personnel workers become more experienced, perceptive, and sensitive to the needs of their counselees, they also become more aware of the fact that tests yield little information with regard to latent ability even though test results may point to progress in academic achievement.[6, 8, 13, 32, 40] The task of determining the academic potential of the adult student is very complicated.[20, 25, 26, 53, 93]

There are very few tests especially designed for adults. There are virtually no criteria that might be used to evaluate the intellectual and motivational factors which have enabled an adult to be original and creative, to make decisions, to adjust to difficult circumstances, or to take responsibility and to provide for others. There are no measuring devices whereby the "intellectual-experiental" determinants of an adult's life may be equated with those required for academic success at the college level. Students in personnel programs of study, therefore, will have to be encouraged to acquire knowledge about test construction, theories of reliability and validity, differential criteria, so that they may eventually be able to participate in the construction and standardization of tests for adults.

In addition to counseling and testing skills, the student who is learning about personnel services for adults will need to know how to keep records and how to evaluate the information from records in light of personel communication obtained during an interview. He will also be required to become acquainted with various group counseling methods so as to assist adult students to make more intelligent decisions with respect to educational, vocational, and personal problems. He will have to be informed about local and national socio-economic trends in order to be able to help the adult plan for his

educational and vocational future. He will need to know how to secure loans and scholarships from unions, management, and financial aid from the government. He will have to become acquainted with the broad purposes and objectives of his particular academic setting. He will have to learn how to work most effectively with the administration and with the teaching staff. He will have to learn about placement centers and counseling centers where diagnostic and treatment services are available for adults who require a professional competence for which the student personnel worker has not been trained. And, he must have a variety of supervised practical experiences under able, qualified counselors in order to relate theoretical concepts learned in books and discussed in classrooms, to the actual counseling of adult students.[28, 79, 89] In this connection, the selection of the supervisor is of utmost importance. Students in personnel training programs often view their relationships with supervisors as the most valuable phase of their graduate training.

In addition to developing competence in practical skills and the deepening of his understanding of theoretical concepts, a trainee must be prepared to evaluate research, to engage in appropriate research himself, and to cooperate in the research of others. The challenge of unanswered questions and the inadequacy of professional knowledge

in this field should serve to arouse professional curiosity for a long time to come. Pioneer research in the area of student personnel work with adults needs to provide answers to questions regarding short-term counseling procedures, suitable tests of admission and achievement for adults, evaluation of life-time experiences as criteria for academic success, the relationship of college experience to personality, and follow-up studies to test the effectiveness of personnel services.[43, 71, 87]

Lastly, but perhaps most important, the student in personnel services advising adults, must, from the resources of his own being, inspire these adults with courage to maintain the goals that intelligence, motivation, diligence, and good planning have charted for them.

EVALUATION OF THE SUBJECTIVE DATA OF THE PRE CONVENTION WORKSHOP: COUNSELING THE ADULT STUDENT

MARCH 17-18, 1967

The subjective evaluation of the Workshop required each of the participants to evaluate 1) each of the four papers delivered, 2) the work-sessions, and 3) an overall evaluation of the entire Workshop.

Following is a synthesis of the participant's comments in each of the areas described: (When quotation marks are used, they reflect exact quotations from selected responses by a participant).

I. NATURE OF THE ADULT STUDENT
--Dean Clarence H. Thompson

The overall evaluation of this paper was generally positive and indicated an "ability to integrate the important factors that operate in making the adult different from the younger student." Feelings indicated that the paper was easy to follow and that it well-documented the case for the need for counseling the adult.

Reservations about the paper centered mainly around two factors. These were that the paper presented too linear an approach and that there was "not enough discussion of the implications of the research studies presented." One participant also indicated that

the statistics presented were "rather difficult to follow."

II. IMPLICATIONS FOR COUNSELING ADULTS
--Dr. Goldie Ruth Kaback

This paper directly followed the one on the nature of the adult student and preceded the first work-session. The purpose of the paper was to relate the material on the nature of the adult student to the implications for counseling the students.

The overall evaluation of this paper was emphatically positive. One participant described it as "the most important statement at the meeting." Another said that "it could well have been described as the keynote speech." The feeling tone of the responses indicated that Professor Kaback had captured the theoretical constructs of counseling and applied them in a most meaningful manner to the adult student. Many references were made to the humane and human approach to counseling which Professor Kaback represented and it seems as though this presentation really set the tone for the work-sessions to follow.

III. COUNSELING ADULT STUDENTS
--Dr. Martha L. Farmer

This paper, presented the following day, followed the first work-session held the previous evening session.

Again, the overall evaluation of this paper was positive. It was described as "especially informative for those with little or no adult counseling experience." The general feeling was that there was a good deal of important factual information well-presented, that it was a clear statement, and that it was a "good over-view."

A few of the participants felt that the paper was somewhat superficial and that "the content was interesting but not startling."

IV. TRAINING OF COUNSELORS FOR ADULTS
--Dr. Goldie Ruth Kaback

This paper followed the second work-session.

Such adjectives as "thoughtful, sensitive, comprehensive" typify the responses to this paper. One of the participants stated that the "only necessary comment here is to note what a fruitful and animated discussion this (the paper) triggered." Dr. Kaback's statements on the qualifications necessary for selecting counselors for adults was picked up as an important consideration, and many of the participants found the emphasis upon selection rather than teaching of techniques, a unique approach to the whole problem of training counselors.

Evaluation of Work Sessions

As mentioned earlier, three work-sessions were held during the course of the Workshop. These were, for the most part, unstructured, the material flowing from papers presented immediately preceding the work-sessions. The evaluation of the work-session, taken as a whole, point to an interesting paradox. The participants of the Workshop began to feel a real sense of group identity as the Workshop progressed. The informality, the size of the group, and the leaderless quality of the discussion, enabled an interchange which produced a good deal of emotional release among the group members. Some of the participants felt this more than others, but a few seemed to feel alienated from the group. The fact that there was no group leader seemed to disturb some of the participants. This is typified by statements such as "possibly a moderator might have given a little more structure so that the ideas could be assimilated more easily" and "I think the discussion would have been enhanced even more had one of the group acted as a 'focusor' of discussion bringing the wanderers back to the point." Many of the participants, however, were readily able to enter into a free-wheeling situation. These feelings are typified by such statements as "appreciate the informality and participation of the faculty and other members," "probably the most valuable and

enjoyable aspect of the Workshop," "the group appeared to be cohesive and free in terms of expression."

There were, however, those who felt that the freedom had its drawbacks and statements such as "we lost time talking about a wide variety of things," "extreme diversity of backgrounds made communication difficult," and "work-sessions left too much to chance and there was too much hit-and-miss discussion which kept getting off the topic and led to confusion."

Time was a big factor in the apparent disparity of feelings around the value of the work-sessions. The dynamism of group interaction needs a certain amount of time to take its full effect and perhaps the three sessions did not afford the time necessary. The group, however, interacted more as a group than each individual member seemed to realize. At coffee-break time and during meal periods, discussions continued and subgroups formed to continue various aspects of the discussion.

The final part of the evaluation asked for the participant's reactions to the Workshop as a whole. Three specific questions were asked and an attempt was also made to elicit general comments apart from these questions.

Question No. 1. Did the Workshop meet your expectations?

If so, how? If not, why not?

Eight of the participants answered "Yes" to this question, two were noncommittal, one gave a qualified yes and there was one who did not respond directly.

It is most significant to note that more than half of the total participants indicated that the workshop greatly exceeded their initial anticipation. Again, the entire feeling-tone of these responses was positive even though some were qualified and made concrete suggestions.

Question No. 2. Was there sufficient time to cover the material?

Eight indicated that there was sufficient time, two did not answer the question directly, and one made the comment that "there is never enough time."

Question No. 3. What would you eliminate or add if the Workshop were to be repeated?

The responses to this question ranged all the way from "no changes" to very specific additions and deletions. Some felt that we should have limited ourselves to narrower aspects of the subject and to have covered them more in depth, while others felt that more could have been accomplished in the time allotted. There were several who indicated that discussion should have been held after every paper and another who said that there should have been "a little less

discussion and another paper."

In summary, the Workshop met and exceeded the expectations of the majority of the participants. The overall tenor of the responses was positive and the criticisms were generally offered in a positive context.

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APPENDIXES

AMERICAN COLLEGE PERSONNEL ASSOCIATION

COMMISSION XIII-STUDENT PERSONNEL WORK

FOR ADULTS IN HIGHER EDUCATION

PRESENTS

A Pre Convention Workshop
"Counseling the Adult Student"

Friday, March 17, 1967

2:00-2:30 p. m.	Registration and Coffee	
	Presiding	Kaback
3:00-3:30	Nature of the Adult Student	Thompson
3:30-4:30	Implications for Counseling Adults	Kaback
4:30-5:30	First Work Session	
5:30-6:00	Summary of Work Session	Kaback

Saturday, March 18, 1967

	Presiding	Thompson
9:00-10:00 a. m.	Counseling Adult Students	Farmer
10:00-10:15	Coffee Break	
10:15-12:00	Second Work Session	
12:00-2:00 p. m.	Luncheon	
	Presiding	Farmer
2:00-3:00	Training Counselors for Adults	Kaback
3:00-4:00	Third Work Session	
4:15-4:30	Coffee Break	
4:30-5:30	Evaluation of Work Sessions	Meyer
5:30	Summary of Workshop	Thompson

PURPOSE

This Workshop has been planned to provide student personnel workers for adults with experiences to:

1. Inquire into the needs of the adult student.
2. Discuss various techniques of interviewing and counseling the adult student.
3. Participate in small work sessions to discuss the variety of problems that adults bring to student personnel workers.
4. Review the philosophies of present training programs for student personnel workers for adults in higher education.

WORKSHOP FACULTY

Dr. Martha L Farmer
Coordinator Evening Department of Student Life
City College, City University of New York

Dr. Goldie R. Kaback
Professor of Education, College of Education
City University of New York

Dr. Peter Meyer
Assistant Dean, School of General Studies
Queens College of the City University of New York

Dean Clarence H. Thompson
University College, Center for Continuing Education
Drake University

APPENDIX C.

ROSTER OF ATTENDEES
COMMISSION XIII - ACPA PRE CONVENTION WORKSHOP
COUNSELING THE ADULT STUDENT

Mr. John C. Braund, Counselor
University of Rochester
Rochester, New York 14627

Mr. Thomas O. Brown
Assistant Director, Testing and
Counseling Bureau
The University of Akron
Akron, Ohio 44304

Mrs. Elizabeth Clark, Research
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Director of General Education
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Dean of Students
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Flint Community Junior College
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Miss Mary Solomita, Assistant
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Mrs. Esther T. Tulley
Associate Dean of Students
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Grand Junction, Colorado 81501

Mrs. Mona L. Walz (Mrs. Gary R.
Walz) Representing the Center
for the Continuing Educ of Women
University of Michigan
1718 Arbordale
Ann Arbor, Michigan 48103

APPENDIX D.

ROSTER OF ACPA COMMISSION XIII
STUDENT PERSONNEL WORK FOR ADULTS
IN HIGHER EDUCATION

Dr. Jane B. Berry
University of Missouri

Mr. John C. Braund
University of Rochester

Mr. I. Clark Davis
Southern Illinois University

Mrs. Mary T. Egginton
Adelphi University

Dr. Martha L. Farmer
City University of New York

Dr. Hollis B. Farnum
University of Rhode Island

Dr. Joseph A. Fisher
Drake University

Mr. John Grenfell
Southern Illinois University

Dr. Goldie R. Kaback
City University of New York

Dr. George F. Knerr
Pace College

Dr. Peter Meyer
Queens College

Mr. Reuben R. McDaniel, Jr.
Baldwin-Wallace College

Dr. Kathryn Scott Randolph
University of Minnesota

Dr. Richard D. Robbins
The Johns Hopkins University

Dr. Vera Schletzer
University of Minnesota

Dr. John Siamonitis
Syracuse University

Dr. Peter E. Siegle
Boston University

Mr. Myron A. Spohrer
Washington University

Mr. Kenneth H. Sproull
Lansing Community College

Dr. King M. Wientge
Washington University

Miss Margaret A. Witt
Stephens College

Dean Clarence H. Thompson
Drake University

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